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ABSTRACT

Project Capable, in its second year of a three year funding cycle (1983-84), provides instruction in English as a second language (ESL) and native language arts, and bilingual instruction in science and social studies, to approximately 400 Chinese, Korean, and Vietnamese speakers (most recent arrivals to the country) in grades nine through twelve at four sites in the New York City area. Funding for the project comes from Title VII funds, local tax-levy, New York State Chapter 720, the Transitional Program for Refugee Children, and Pupils with Special Educational Needs. The program includes training sessions for staff members and participatory activities for project children's parents. Students were assessed in English language development, mastery of the native language, science and social studies, and career subjects, with the following results: (1) students' post-test means in English were significantly greater than pre-test means; (2) program objectives in native language arts were met overall by students in all language groups; (3) students' overall passing rates in science and social studies exceeded 75% both semesters; (4) overall passing rate for students enrolled in spring vocational courses was 91%. The following recommendations are made to improve the program: (1) make available student data to conduct comparison studies between program and mainstream students; (2) form separate sections of Mandarin Classes for native and foreign language learners to eliminate the frustration experienced by each group as a result of varying needs; (3) implement Cantonese language arts classes; (4) focus the efforts of the bilingual curriculum/resource specialist in the area of Chinese language arts. (CG)

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NEWTOWN HIGH SCHOOL

PROJECT CAPABLE

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
Judith S. Torres, Senior Manager

Grant Number: G00-820-2845

NEWTOWN HIGH SCHOOL

PROJECT CAPABLE

1983-1984

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Margaret T. Pan-Loo

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A SUMMARY OF THE REPORT

This program, in its second year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.) and native language arts, in addition to bilingual instruction in science and social studies to approximately 400 Chinese-, Korean-, and Vietnamese-speaking students in grades nine through twelve. A majority of the project students were of limited English proficiency (LEP). The program operated at four sites: the primary resource site at Newtown High School in Elmhurst, William Cullen Bryant High School in Long Island City, John Bowne High School in Flushing, and Tottenville High School in Staten Island. Thirty-four percent of the program students were native speakers of Cantonese. Thirty-two percent spoke Mandarin. Of the remaining project students, 28 percent spoke Korean and approximately eight percent spoke Vietnamese. Almost all of the participating students were recent arrivals in New York City. Their educational backgrounds varied widely, ranging from those who were wellprepared academically to those who knew no English and had few skills.

The major instructional goal of the program, as stated by the newly appointed principal of Newtown High School, was to provide LEP students with intensive English instruction early in their American high school careers to achieve English proficiency at the earliest possible time. In addition, the project attempted to provide a smoother transition between E.S.L. and English classes so that by the time project students enter mainstream classes, they are equipped to handle mainstream work.

Title VII funds supported the majority of administrative and support services staff positions. Instructional services were provided by a combination of local tax-levy, New York State Chapter 720, the Transitional Program for Refugee Children, and Pupils with Special Educational Needs monies. Development activities for staff members included monthly meetings, ongoing on-site workshops and lectures, and attendance at city, state, and federal conferences and workshops. Staff members also took courses at local colleges and universities. Parents of participating students attended training classes, workshops, and parents' advisory council meetings. Newtown High School also sponsored a Chinese/Korean Education and Career Guidance Night. Although the project did not propose to develop any new materials during 1983-84, staff members adapted materials in Korean for earth science, and in Chinese for literature, biology, and health courses. In addition, two student guidebooks were prepared for Chinese- and Korean-speaking students. Supportive services to program students consisted of personal and academic counseling, orientation for new students, career and college orientation, and home visits/telephone calls to discuss attendance and behavioral problems with parents.

Students were assessed in English language development (Stanford Achievement Test [S.A.T.]); mastery of the native language (teacher-made examinations); science and social studies (teacher-made examinations); and career subjects (teacher-made examinations). Quantitative analysis

of student achievement data indicates that:

--Students' post-test means on the S.A.T. were significantly greater than their pre-test means.

--The program objective in native language arts was met overall by students in all language groups both semesters.

--Students' overall passing rates in science and social studies exceeded 75 percent both semesters.

--The overall passing rate for students enrolled in spring vocational courses was 91 percent.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Providing the student achievement data necessary to perform the proposed analyses.

--If resources permit, forming separate sections of Mandarin classes for native and foreign language learners to eliminate the frustration experienced by each group as a result of their varying needs.

--Implementing Cantonese language arts classes for Cantonese-speaking students.

--Focusing the efforts of the bilingual curriculum/resource specialist in the area of Chinese language arts.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Ida Heyman, who has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT CAPABLE

A Career and Academic Program of Ancillary Bilingual Learning Experiences

Central Location:	Newtown High School 48-01, 90th Street Elmhurst New York 11373
Participating Sites:	John Bowne High School 63-25 Main Street Flushing. New York 11367 William Cullen Bryant High School 48-10 31st Avenue Long Island City, New York 11103 Tottenville High School 100 Luten Avenue Staten Island, New York 10312
Year of Operation:	1983-1984, Second year of three-year funding cycle
Target Languages:	Chinese, Korean, Vietnamese
Number of Students:	Approximately 400
Project Director:	Dr. Margaret T. Pan-Loo

I. DESCRIPTION

OVERVIEW

In its second year of funding, Project CAPABLE is operating at four sites: the primary resource site at Newtown High School in Elmhurst, William Cullen Bryant High School in Long Island City, John Bowne High School in Flushing, and Tottenville High School on Staten Island.

In 1983-84, the project served approximately 400 Chinese-, Korean-, and Vietnamese-speaking students of limited proficiency in English (LEP): 286 Chinese, Korean, and Vietnamese students at Newtown; 49

Korean students at John Bowne; 32 Chinese students at Bryant; and 18 Vietnamese and Chinese students at Tottenville.

This year, a major change for the project was the appointment of a new principal at Newtown High School. This individual was the former chairman of the mathematics department at Seward Park High School. Since the latter has the largest Chinese population of all high schools in New York City, the new principal is very familiar with the needs of Asian LEP students. One of his first acts was to issue a statement of goals for teaching English as a second language (E.S.L.) and for bilingual education. These goals included:

-- making all teachers aware of the English needs of the students, regardless of their teaching assignments;

-- providing LEP students with intensive English instruction early in their American high school careers to achieve English proficiency at the earliest possible time;

-- providing students with an opportunity to learn content-area subjects in their native language so that they can master the subject matter and acquire as much English in context as possible;

-- providing a smoother transition between E.S.L. and English so that by the time students enter mainstream English classes, they are ready for mainstream work;

-- providing additional support services for E.S.L./bilingual students;

-- providing a longer school day for E.S.L./bilingual students so that they may take required and elective subjects and graduate on time; and

-- making foreign students feel welcome and worthy in the school.

The various policies adopted to meet these goals will be described under the appropriate objectives in Chapter III.

PROGRAM ORGANIZATION

Project CAPABLE includes nine staff members: a project director, a bilingual guidance counselor/grade advisor, a bilingual curriculum/ resource specialist (hourly), two community liaison family workers, and a bilingual secretary located at Newtown High School; and one Korean, one Chinese, and one Vietnamese educational assistant assigned to John Bowne, Bryant, and Tottenville High Schools, respectively.

The project director's responsibilities include contact with the principal and the chairperson and/or coordinator who supervises classes for project students at each school. In addition to directing the overall operation of the project, she also holds orientation and training workshops for staff and teachers.

The guidance counselor/grade advisor provides project students with academic and career guidance. Although located at Newtown High School, she visits the other sites when the need arises. The curriculum/ resource specialist assists classroom teachers in preparing relevant instructional programs for project students, and also serves as a resource for other staff members with respect to the language, history, and customs of the students and their communities.

The family workers maintain contact with the families of project students and provide the schools with a means of communicating with parents. They also help with translation, interpretation, and other routine school matters.

The Korean educational assistant at John Bowne assists teachers in the classroom. She also serves as a resource person, and assists in curriculum materials development, and student guidance. In addition to classroom assistance, the Chinese educational assistant at Bryant and the Vietnamese educational assistant at Tottenville provide tutorial services to project students.

Appendix A presents the characteristics of the professional and paraprofessional staff serving the program students.

II. STUDENT CHARACTERISTICS

In 1983-84, the project served 385 LEP students. Nearly all project participants are recent arrivals in New York City. Table 1 presents a breakdown of students, for whom information was reported, by site and country of origin. Thirty-four percent of the program students are native speakers of Cantonese. Thirty-two percent speak Mandarin. Twenty-eight percent speak Korean and approximately eight percent speak Vietnamese. The majority of the students are male (see Table 2).

The educational backgrounds of the program students vary widely. While those from Hong Kong, Taiwan, and South Korea are usually well-prepared, especially in mathematics, those from Mainland China and Vietnam are not. A large number of mainland Chinese students come from rural areas of the Four Counties in Guangdong province. Before emigrating to the United States, some had lived for a time in Hong Kong where full-time employment left little opportunity for schooling.

The students from Vietnam, the majority of whom are ethnic Chinese, are refugees who have not been to school since the fall of the Thieu government in South Vietnam in 1975. Many languished for years in refugee camps. Unlike the refugees that fled Saigon in 1975, these new refugees, sometimes called "boat people," are mainly peasants. Because they know no English and have little formal schooling these students must not only learn a new language, but must also learn basic academic skills. Half of the program students are overage for their grade placement (see Table 3) and have spent crucial years of their lives

in the fight for survival. Table 4 presents the time students have spent in the program. The majority of program students (65 percent) have been in the program one year or less.

TABLE 1

Number of Program Students by Site and Country of Birth

Country of Birth	Bowne	Bryant	Newtown	Tottenville	Total Number	Total Percent
Korea	49		60		109	28
Vietnam			35	15	50	13
Cambodia			1		1	less than 1
People's Republic of China		18	72	1	91	24
Taiwan		9	54	2	65	17
Hong Kong		5	62		67	17
Other Asian Countries			2		2	less than 1
Total Number of Students by School	49	32	286	18	385	100

- Over 70 percent (N=286) of the program students were served at Newtown.
- More than half of the program participants were born in Korea or in the People's Republic of China.

TABLE 2

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	44	63	26	37	70	18
10	113	52	105	48	218	56
11	39	53	35	47	74	19
12	11	42	15	58	26	7
TOTAL	207	53[a]	181	47[a]	388	100

[a]Percent of program students.

- The majority of program students (53 percent) are male. Males outnumber females in ninth, tenth, and eleventh grades.
- Over half of all program students are in grade ten.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	6	9	0	0	15
15	14	34	0	0	48
16	20	74	6	0	100
17	10	35	29	5	79
18	8	28	22	9	67
19	5	26	7	9	47
20	6	8	6	2	22
21	1	0	2	0	3
22	0	1	0	1	2
TOTAL	70	215	72	26	383
Overage Students					
Number	50	98	37	12	197
Percent	71	46	51	46	51

Note. Shaded boxes indicate expected age range for grade.

- Approximately half of all program students are overage for their grade.
- The highest percentage of overage students is in grade nine.

TABLE 4

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	10	69	10	0	89
1 Academic Year	51	97	19	4	171
2 Academic Years	11	47	20	7	85
3 Academic Years[b]	0	13	21	7	41
4 Academic Years[b]	0	0	6	7	13
5 Academic Years[b]	0	0	0	3	3
TOTAL	72	226	76	28	402

[a]Rounded to the nearest year.

[b]Reflects previous participation in other bilingual program.

- Two hundred sixty students (65 percent) have been in the program one year or less.
- Eighty-five students (21 percent) have been in the program two years.

III. OBJECTIVES AND FINDINGS

The evaluation findings for the 1983-84 academic year include both objectives measurable by standardized test results and those based on an examination of program material and records, site visits, and interviews with relevant personnel. The findings are presented by objectives, as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

-- At the end of each school year, 75 percent of the targeted students will significantly improve their achievement scores in English language skills as measured by school-made exams and the Criterion Referenced English Syntax test (CREST). It is anticipated that the target students will master one instructional objective per month of program treatment.

At Newtown High School, the courses presented in Table 5 are offered to meet the goals outlined in the principal's statement on E.S.L. and bilingual education. At the end of each E.S.L. and English for Foreign Speakers course, a uniform examination is administered in class. This test serves as both a final examination and a placement tool for the next semester.

A member of the evaluation team visited an E.S.L. 1 class at Newtown High School for Hispanic, Chinese, and Korean LEP students. The lesson was on negative forms of simple verbs and learning about homes. The teacher presented the lesson in English while writing new vocabulary on the blackboard. This strategy was very beneficial to the Chinese students, since word recognition is the basis of Chinese language arts.

At Bryant and Tottenville High Schools, the project's two educational assistants are present in E.S.L. classes to assist program students as needed.

TABLE 5

English as a Second Language and English Instruction
at Newtown High School

Level	E.S.L. Department	English Department	Speech Department
1	E.S.L.-1 (2 periods) Survival English 1[a]	-	-
2	E.S.L.-2 (2 periods) Survival English 2[a]	-	-
3	E.S.L.-3 (2 periods)	-	-
4	E.S.L.-4 (2 periods)	English 4 F.S.[a] (Foreign Speakers)	
5	-	English 5 F.S.	Foreign Accent Lab.
6	-	English 6 F.S.	Speech Training 6
7	-	English 7 (Writing for Regents or R.C.T.)	-
8	-	English 8 (Writing for Regents or R.C.T.)	-

[a]To be phased in based on the availability of resources.

Student Achievement in E.S.L.

Although the program originally proposed to measure student achievement in this area with the CREST, students were pre- and post-tested on the Stanford Achievement Test (S.A.T.), Level III,* forms A and B. In accordance with the program objective of achieving significant gains in English language scores, the data were analyzed using the correlated *t*-test model.

*Level III was nationally normed with third and fourth graders; therefore, comparisons with the norm group are inappropriate. Thus, only raw scores were used in the analysis.

Table 6 presents the analysis for all program students for whom pre-test and posttest raw scores were available (n = 271), by grade. Of these students, 224 attended Newtown High School, 21 attended Tottenville High School, 26 attended Bryant High School, and one attended Bowne High School. No S.A.T. data were provided for the other 49 students at Bowne High School.

Posttest means for the total group were found to be significantly greater ($p<.0001$) than the pretest means. The program objective was thus met. Another index of improvement, the effect size, was computed by dividing the difference between the means by the standard deviation of the difference between pre- and post-test scores for each individual. This provides an index of improvement in standard deviation units and a change of 0.5 s.d. or larger is generally considered to be meaningful.

As illustrated in Table 6, the effect sizes for the different grades were all above one, indicating the posttest gains were educationally meaningful as well as statistically significant.

TABLE 6

English Reading Achievement

Comparison of Mean Pretest and Posttest Raw Scores on the Stanford Achievement Test for Program Students with Full Instructional Treatment

		Pretest		Posttest				
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/Post	Effect Size
9	56	68.9	27.1	79.7	25.6	10.7**	0.9	1.8
10	138	83.1	25.5	93.7	23.1	10.6**	0.9	1.4
11	57	90.5	29.5	99.2	25.3	8.7**	0.9	1.3
12	20	102.9	23.5	108.9	22.6	6.0**	0.9	1.5

**Statistically significant at the .01 level.

•Students' posttest means were significantly greater than their pretest means. The large effect sizes indicate educationally meaningful gains in English reading.

NATIVE LANGUAGE ARTS

-- At the end of each school year, 75 percent of the targeted students will demonstrate gains in their knowledge of their native language by advancing one level in their native language arts sequence for each semester of instruction.

There are six levels of native language arts offered for both Chinese and Korean students at Newtown High School. A member of the evaluation team observed a Chinese language arts class at this site. The class was taught by a Cantonese/Mandarin-speaking teacher, assisted by a Mandarin-speaking paraprofessional. However, both used Mandarin to present their lessons. The class was divided into two groups. The paraprofessional worked with about two-thirds of the students who were mostly Cantonese speakers from Taiwan and Hong Kong. The lesson focused on an essay written by a prominent Chinese writer. The paraprofessional explained the essay and the meaning of difficult words. The teacher was in charge of the remaining third of the class, which consisted of American Chinese students, illiterate in Chinese, who were learning to write Chinese characters.

Interference from each group caused some students to become distracted. After the lesson, the teacher told the observer that some students were beyond the level of the course. However, since the next higher level was already overcrowded, the students had to enroll in her class. The teacher also stated that many students appeared not to respect the paraprofessional because she did not speak their native language. Some students used Cantonese in speaking to the paraprofessional, showing that they could not communicate in Mandarin.

A member of the evaluation team also visited a Korean language arts class at Newtown. The students were attentive and participated enthusiastically in the lesson. It was apparent that students were actively engaged in learning.

Student Achievement in Native Language Arts

Table 7 presents the number of students enrolled in native language arts courses and the percent passing teacher-made examinations by grade and native language. Overall, the program objective was surpassed by all students both semesters.

The highest overall passing rate (91 percent) was achieved by Cantonese-speaking students studying Mandarin in the fall. Despite their difficulty in speaking Mandarin, Cantonese-speakers achieved as well as Mandarin speakers in Mandarin language arts classes. Vietnamese students also had high passing rates despite their having to adjust to school after years in refugee camps. Korean students had passing rates of 89 percent each semester.

TABLE 7

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Native Language Arts

Native Language	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
					Fall					
Cantonese*	20	80	33	94	22	96	4	100	79	91
Korean	12	83	24	92	2	100	-	-	38	89
Mandarin	10	60	38	92	14	100	2	100	64	89
Vietnamese	1	100	4	75	-	-	-	-	5	80
					Spring					
Cantonese*	20	70	55	93	28	89	7	71	110	86
Korean	12	83	35	91	1	100	-	-	48	89
Mandarin	14	93	58	85	15	100	7	86	94	88
Vietnamese	1	100	5	60	1	100	3	100	10	80

*Cantonese-speaking students are taught Mandarin Chinese.

•Overall, the program objective was met by all language groups both semesters.

SUBSTANTIVE ACADEMIC SUBJECTS

-- At the end of each school semester, it is expected that the percentage of treatment LEP targeted students who pass teacher-made uniform final examinations will at least equal the percentage of non-treatment mainstreamed students in those subjects.

At Newtown High School, content-area courses are divided into Cantonese and Mandarin classes. The new policy is to evaluate students in all bilingual classes in both English and the native language. At the end of each term, examinations in English and the native language are given, covering the content of the course. The score on the English examination makes up 10 percent of the final grade; the native language score makes up the remaining 90 percent.

The project director reported that since the program lacks a licensed Korean-speaking science teacher, a bilingual social studies teacher was assigned to teach science in Korean.

At Tottenville, the project's educational assistant aids the teacher in the social studies class and provides tutorial services for other subject areas. Tutorial services in content-area subjects are also provided by the educational assistant at Bowne.

Student Achievement in Science and Social Studies

Because mainstream students' data were not provided, the proposed comparison was not feasible. However, Table 8 presents the number of students enrolled in these courses and the percent passing teacher-made examinations, by grade. All students for whom information was available attended Newtown High School.

Overall, the number of students passing teacher-made examinations was very high both semesters. Passing rates ranged from 79 percent to 100 percent passing in the fall, and from 74 percent to 100 percent passing in the spring.

TABLE 8

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Bilingual Content-Area Subjects at Newtown High School

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Total N	Total % Passing
				Fall				
Social Studies	39	85	81	89	1	100	121	88
Science	39	79	90	87	6	100	135	85
				Spring				
Social Studies	35	74	107	79	1	100	143	78
Science	38	87	121	86	6	100	165	87

- Overall passing rates in social studies were 88 and 78 percent for the fall and spring, respectively; in science, passing rates were 85 percent in the fall and 87 percent in the spring.
- Enrollment in social studies and science courses increased from fall to spring.
- Passing rates in social studies declined from fall to spring, while they increased slightly in science.

CAREER SUBJECTS

-- At the end of each semester, it is expected that the percentage of treatment LEP targeted students who pass teacher-made uniform final examinations will at least equal the percentage of non-treatment mainstream students in career-oriented subjects.

Typing classes constitute the career offerings at Newtown High School. The bilingual curriculum/resource specialist has assisted teachers in developing proper bilingual materials for use in these classes. There is also a bilingual typing class for project students at John Bowne. The educational assistant there also develops materials for use with the Korean students.

Student Achievement in Career Subjects

Achievement data for mainstream students in career-oriented subjects were not provided; therefore the proposed comparison could not be performed. However, the passing rates for program students at Newtown High School were provided for two students in the fall and 92 students in spring. Both students passed in the fall, and 91 percent of the students passed in the spring.

STAFF TRAINING

-- To significantly increase the number of fully trained Chinese, Korean, and Vietnamese bilingual personnel available for needed educational programs in the Chinese, Korean, and Vietnamese communities and bilingual programs.

At Newtown High School, all bilingual faculty serving the project students attend monthly meetings held by their respective academic departments. In addition, each department has developed a handbook to assist teachers in integrating English writing skills with their course-work. There are also on-going workshops for teachers which encourage them to create special approaches and materials to promote writing improvement in their classes. Additional workshops were held twice a week to train all staff members in computer literacy. Three lectures on Korean culture, Chinese culture and art, and parent-teenage dialogue were presented by guest speakers.

Outside school, staff members attended city, state, and federal conferences and workshops related to bilingual education and Asian studies. In addition, staff members took courses at various local colleges and universities in science, communications, business English, Chinese, accounting, and counseling to improve their professional abilities. A full listing of staff development activities is included as Appendix B.

PARENT AND COMMUNITY INVOLVEMENT

-- To increase attendance of the LEP students' parents/guardians at activities and functions designed to inform them of their children's status and progress; to increase the parents' awareness of LEP students' problems and the facilities available to them at the schools and in the community; to make available E.S.L. training to parents in order to enhance their involvement with their children, school, and greater community; and to show potential employment options and higher education opportunities to graduating students and their parents.

Three weekly adult English training courses for parents of project students were held at Newtown High School. An average of 30 parents attended each class. Newtown also sponsored a Chinese/Korean Education and Career Guidance Night attended by approximately 350 parents. The project also participated in the City-Wide Chinese Parents' Conference which attracted over 1,000 parents.

Workshops on financial aid, medical science, computer science, art and design, accounting and law, civil service positions, engineering science, teacher requirements, and school regulations were held, with an average of 40 parents attending.

The project director met once each semester with the parents' advisory council to discuss the needs for bilingual education and supportive services, and to plan program activities.

CURRICULUM DEVELOPMENT

Although there was no specific objective for curriculum development this year, materials for earth science in Korean, and for literature, biology, and health courses in Chinese were adapted for use in program classes. In addition, two student guidebooks were prepared for Chinese- and Korean-speaking students.

SUPPORTIVE SERVICES

As in the previous year, the project offered an extensive array of support services for students. Counseling was provided in Cantonese, Mandarin, Korean, and Vietnamese. These services included orientation for new students, academic evaluation three times each semester, personal and academic counseling, and career and college orientation. Home visits, telephone calls, and parent letters were all used to discuss students' academic, attendance, or personal problems. Additional student contact was maintained through several extracurricular activities such as the Chinese, Korean, and Oriental culture clubs, the Chinese and Korean literature clubs, and the chess and botany clubs. Appendix C presents details on the support services offered to students during the academic year.

IV. CONCLUSIONS AND RECOMMENDATIONS

In its second year, Project CAPABLE operated in much the same manner as the first. Two major changes were the addition of the Tottenville site and the appointment of a new principal at Newtown High School. The systematic approach that he has taken with respect to E.S.L. instruction and bilingual education is highly commendable.

Judging from the high passing rates of program students in school-wide examinations, the project is quite successful in its instructional component. However, proposed comparisons between program and mainstream students' achievement in content-area and career subjects could not be performed since information on mainstream students was not provided. Therefore, the program is urged to collect achievement data in a systematic manner so that proposed analyses may be performed.

Another area for improvement is in Chinese language arts instruction. If resources permit, the project might consider forming separate sections of Mandarin classes for native and foreign language learners to eliminate the frustration each group may experience as a result of their varying needs. The project might also consider implementing Cantonese language arts classes for its Cantonese-speaking population in need of strengthening the native language. Since there are separate classes for Cantonese and Mandarin speakers in content-area courses at Newtown, the program might do the same in Chinese language arts courses. In addition, since instructional materials for this subject are scarce, the project might consider focusing the efforts of the bilingual curriculum/resource specialist in this area.

V. APPENDICES

APPENDIX A

Program Staff Characteristics

unction/ unding Source	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education (Degrees)	Certi- fication License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
Director/Title VII	1.00		Ph.D. Education	Reg. Chin. DHS	15	15	10	Chapter 720 Program Coordinator
Project Guidance Specialist	1.00	12/82	B.A.	TPDA Bil.Chem. & Gen. Sci(DHS)	2	2	2	None
Native Language Teacher/BIL	1.00	9/79	M.A. Asian Studies	Reg. Soc. Studies (DHS)	5	4	2	None
Bil. Chinese Science/BIL	1.00	2/81	M.S. Ed, in Biology	Reg. Bil. Science (DHS)	10	4	None	None
Bil. Chinese Social Studies/BIL	.60 .40	9/79	M.A. Sec. Ed.	Reg. Bil. Soc. Studies	8	6	1	None
Native Language Teacher/BIL	.60	2/79	M.A. Christ. Ed.	Social Studies	9	5	1	None
Bil. Korean Science/Chapter 53	.20	2/79	M.A. Christ. Ed.	Social Studies	9	5	1	None
Bil. Korean Soc. Stud./Chap.53	.20	2/79	M.A. Christ. Ed.	Social Studies	9	5	1	None
Family Assist./BIL	1.00	2/78	B.S. Candidate	Certification	5	5	None	U.S. Navy
Family Assist. Title VII	1.00	9/82	B.S. Physics	Certification	2	2	None	None
Family Assist. Title VII	1.00	2/83	B.A. Candidate	Certification	1.5	1.5	None	None
Ed. Assist. Title VII	.60	2/80	M.A. ESL	Certification	25	5	21	None
Ed. Assist. Title VII	1.00	2/83	B.A. Candidate	Certification	1.5	1.5	None	None
Ed. Assoc./BIL	1.00	9/79	B.S. Biology	Certification	4	4	None	Nat'l Girls Scout
Bil. School Secretary/Title VII	1.00	9/82	B.A. Candidate	Certification	2.5	2.5	None	None

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APPENDIX B

Staff Development Activities

Central Activities

Strategy	Description(s), Goals, or Titles	No. and Title of Staff Attending	Speaker or Presenter	Frequency or Number of Sessions	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Pre-service	Pre service & In-service training	All staff	Project Director	Beginning of each term			✓
Dept. meetings	Faculty conference	All staff	Principal, Asst.Principa	1/month			✓
	Depart. Meetings Foreign Language	2 Bil. Teacher	Dept. Chairperson	1/month			✓
	Depart. Meetings Social Studies	2 Bil. Teacher	Dept. Chairperson	1/month			✓
	Depart. Meetings Science	1 Bil. Teacher	Dept. Chairperson	1/month			✓
Workshops	Computer literary	All Staff	School staff	2/week			✓
	Financial Aid	All Staff		1/year			✓
	Graduation requirement & school regulation	All staff		1/year			✓
Other Demonstration lessons, lectures, etc.	Korean Culture	All staff	Dr. Hong	1/year			✓
	Chinese Culture & Art	All staff	Dr. A. Ho	1/year			✓
	Dialogue between parents & teenagers	All staff	Mr. Yoon	1.year			✓

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APPENDIX B (Continued)

Activities In and Outside School

Strategy	Description(s), Goals, or Titles	No. and Title of Staff Attending	Speaker or Presenter	Frequency or Number of Sessions	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Pre-service	Pre-service & In-service Training	All Staff	Project Director	beginning of each term			✓
Workshops	Financial Aid	2	Prog. Guid. Specialist	1/yr			✓

Strategy	Description(s), Goals, or Titles	Sponsor/Location	Speaker or Presenter	No. and Titles of Staff Attending	Coordinator's Judgement of Effectiveness		
					Hardly	Somewhat	Very
Workshops held outside school	Spoken Chinese (Mand.)	NYC Bil. Educators Committee/2 WIC	Presenter	1 Project Director 2 Bil. Teacher			✓
	Financial Ed. for College	John Bowne HS/NYC	Presenter	1 Project Guid. Spec 1 Paraprofessional			✓
	Science teacher Workshops	Newsday/NYC		1 Teacher			✓
	Human Genetics	NY Bio. Teacher Assoc./ NYC		1 Teacher			✓
Conferences and symposia	Parent Conference	Project/Newtown		All Staff			✓
	6th Annual City-wide Parent Conference	NYCCE Committee/P.S.124		2 Teachers 2 Paraprofessionals			✓
	Directors Managements Institute Conference	NYS/Washington DC		1 Project Director			✓
	Curriculum Symposium	NYS/Albany, N.Y.		1 Project Director			—
Other	39th Annual Conference	NYS/NYC		1 Project Director			✓
	New Venture In Bil. Ed. Program	NYC		1 Project Director			✓
	NABE '84	/Texas		1 Project Director			✓
	5th East Coast Asian Am. Edu. Conference	ECAAE/Washington DC		6 Staff Members			✓
	Asian Studies Conf.	St. John's Unv./NYC		2 Teachers			—
	Science Council of NY Annual Conference	NY Bio Teacher Assoc./ NYC		1 Teacher			✓

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APPENDIX B (Continued)

Attendance at University Courses

STAFF	Institution	Courses	Frequency	Applicability of Coursework to Program		
				Hardly	Somewhat	Very
Professional	Long Island Univ.	Genetics	Fall,'83			✓
	Long Island Univ.	Philosophical thoughts in Education	Fall,'83			✓
	Long Island Univ.	The world of Counselor	Spr.,'84			✓
	Hunter College	Counseling	Summer, '84			✓
Paraprofessional	LaGuardia Com.College	Topics in Biology	Fall,'83			✓
	LaGuardia Com.College	Short Stories	Fall.'83			✓
	La Guardia Com.College	Communication English	Spr,'84			✓
	Laguardia Com. College	Business English	Spr,'84			✓
	Pace Univ.	Chinese	Fall,'83			✓
	Pace Univ.	Accounting	Spr,'84			✓

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APPENDIX C

Central Support Services Offered to Program Students

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	COORDINATOR'S JUDGEMENT OF EFFECTIVENESS OF SERVICE		
					NOT	SOMEWHAT	VERY
COUNSELING	New stud. orientation		Beginning of term & as needed				
	New stud. programming		Beginning of term & as needed				
. ACADEMIC	Academic Evaluation	Lee Wang Pan	3/term	Chinese			x
	Graduation Requirement		1/term	(Mandarin)			
	Program Change		1/term				
. PERSONAL	Learning Progress	Kenneth Wong	2/term & as needed	Chinese			x
	Attendence Evaluation		As needed	(Cantonese)			
	Classroom or personnal prob.		As needed				
. CAREER ORIENTATION	Various occupations & preparation	Yoon Kyung Kim	1/term	Korean			x
. COLLEGE ADVISEMENT	Information on College & Univ., requirement, test		1/term				
			1/term	Vietnamese			x
	Financial Aid	Chun Liang Chou	1/term				
. INDIVIDUAL	Learning difficulties		As needed				
	Adjustment difficulties		As needed				x
	Classroom problem	Cuong Q. Tang	As needed				
. GROUP	Information on new events & regulation, etc.		1/term				
	LAB testing, Standford tests		1/term				x
REFERRALS	Translation - both writte & oral comm.	Lee Wang Pan	As needed a number of case every day in average	Chinese (Mandarin & Cantonese)			x
. IN-SCHOOL	(Betw'n stud. & all school teach & Administration)	Yoon K. Kim					
. OUT-OF-SCHOOL	Comm. translation & evaluation.	Kenneth Wong Cuong Q. Tang Hesun Kim	As many as needed	Korean			
	Administrating exams & scoring	Mary S. Ierardo Lee Wang Pan		Vietnamese			x

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APPENDIX C (Continued)

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	COORDINATOR'S JUDGEMENT OF EFFECTIVENESS OF SERVICE		
					NOT	SOMEWHAT	VERY
CAREER/VOCATIONAL							x
. PLACEMENTS	Summer job through SYEP	Kenneth Wong	1/year	Chinese (Mandarin & Cantonese)			
. TRAINING	Typing skills Filing	David Lam	1/day				x
. LABORATORIES				Korean			
. CAREER INFUSION							x
. ADVISEMENT	Career Counseling	Lee Wang Pan	As needed	Vietnamese			
TUTORING	Chinese Lang. Art Bil. Social Studies Bil. Gen. Science Bil. Biology	Lily Cheng Chun Liang Chou Cuong Q. Tang	1/day 1/day 1/day 1/day	Chinese (Mandarin & Cantonese) Korean Vietnamese			x

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APPENDIX C (Continued)

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED	COORDINATOR'S JUDGEMENT OF EFFECTIVENESS OF SERVICE		
					NOT	SOMEWHAT	VERY
FAMILY CONTACTS							x
. HOME VISITS	Serious problems of students at school or at home.	Kenneth Wong Yoon Kye Kim	As needed	Chinese (Mandarin & Cantonese)			x
. TELEPHONE	Students' attendence or behavior problems at school	Cuong Q. Tang Ok Lee	As needed	Korean			x
. MAIL	Translated school notes & letters to parents, open school	Lily Cheng Chun Liang Chou	As needed	Vietnamese			x
. PROGRAM ACTIVITIES	Parent conference Adult Eng. Training	Lee Wang Pan	1/year 1/week				x
. SCHOOL ACTIVITIES	Open School		1/term				x
OTHER: Extra curriculum Activities	Chinese Culture Club Korean Culture Club Oriental Culture Club Chess Club Botany Club Korean Lit. Club Chinese Lit. Club	Lee Wang Pan Yoon Kyung Kim Kenneth Wong Kenneth Wong David Lam Hesun Kim Mary S. Ierardo	1/week 1/week 1/week 1/week 1/week 1/week 1/week	Chinese (Mandarin & Cantonese) Korean Vietnamese			x

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